

INSPECTION REPORT

HMYOI & Remand Centre Reading

11 June 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

HMYOI & Remand Centre Reading

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMYOI and RC Reading (the prison) is a category C local prison for sentenced and remand prisoners aged between 18 and 21 years. The catchment area it covers is mainly Berkshire, Wiltshire, Hampshire, Oxfordshire and the Isle of Wight. The prison was built in 1844 and is situated near to Reading town centre. Its maximum occupational capacity is 289 and its certified normal accommodation is 196. Approximately 22 per cent of the prisoners are from minority ethnic groups. At the time of inspection, 266 prisoners were held at the prison. In 1973, Reading prison was re-designated as a local prison and in 1992 was re-roled as a remand centre and young offenders institution. The 20-bed resettlement unit has recently become part of the resettlement estate. A separate wing, the separated prisoner unit, houses 10 vulnerable prisoners.

2. The governor has overall responsibility for the prison. The head of learning and skills reports to the governor of the prison and is responsible for the overall management of education and training throughout the prison. He is supported by the head of activities who is responsible for standards of education, enterprise and work, physical education, regimes and catering. This includes the education and library contract. An education manager, employed through a local training provider, works in the prison and is responsible for education programmes. There are 17 tutors within the education department, of whom nine are full time. The education department provides part-time courses in information and communications technology (ICT), catering, visual and performing arts and foundation programmes. Vocational training provided in construction and catering. During the inspection, four learners started their induction onto a level 1 cleaning course. Smoking reduction groups and library access are available during the evenings.

SCOPE OF PROVISION

Construction

3. Ten learners are training in construction. All learners are working on a multi-skills programme designed by the prison. The programme includes basic plumbing, painting and decorating, tiling, and carpentry and joinery skills. Learners attend training workshops for 10 half-day sessions a week over a four-week period. They work towards the two main outcomes within the multi-skills programme of key skills level 1 in communications and application of number and the construction skills certification scheme health and safety award. Learners are selected for the programme based on their literacy and numeracy skills and an interview with the occupational staff to assess their potential for completing the course. Learners are trained and assessed by two occupationally competent staff, all of whom hold or are working towards appropriate teaching awards. Additional support for literacy and numeracy is provided by construction tutors.

Information & communications technology

4. Nine learners are working towards entry-level ICT qualifications and 16 are working towards basic ICT qualifications. External certification for ICT courses and entry-level ICT course started just before inspection. These courses run one morning a week for one and a half hours for the separated prisoner unit, and four and a half days a week for all other prisoners. Laptops are provided for these sessions. Three-hour sessions for basic ICT courses run in the morning and afternoon, Monday to Thursday. On Friday, learners attending the morning session do a variety of assignments and project work. Afternoon sessions are not available on a Friday afternoon because of prison kit change. All learners are part time and attend either in the morning or afternoon. There are three tutors: one is full time, the other two teach two and three sessions a week. There is one main computer suite with 10 computers, all of which are networked.

Hospitality, sport, leisure & travel

5. All prisoners who work in the kitchen receive food hygiene training and have access to a health and safety course. During inspection, four learners who work in the kitchen started a level 1 national vocational qualification (NVQ) in food preparation and cooking. An Open College Network (OCN) course is available to all prisoners on an application basis and there are currently eight learners working towards an OCN entry-level 1 cookery certificate. The course currently runs for four days a week over three weeks. A catering manager, one chef and three assistant chefs, staff the kitchen and are supported by up to eight prisoners. The NVQ course is available for prisoners who work in the kitchen. One member of the catering staff is working towards an assessor qualification. A local college is subcontracted to provide internal verification and support for the unqualified assessor. Learners on the NVQ programme work in the main kitchen where they are assessed and attend the purpose-built training kitchen once a week for practical and theory training. The education department has recently employed a chef lecturer who is a qualified assessor and is occupationally qualified.

Visual & performing arts & media

6. There are 10 learners on an art and design drawing skills and materials level 1 OCN course. Learners attend either morning or afternoon sessions that last for three hours. Learners that are identified with literacy, numeracy and language needs are referred to the foundation programmes. The teaching team consists of two part-time staff: one covering five sessions a week and the other, four. Music is available for one morning and one afternoon a week and is provided by a part-time tutor. There are currently four learners attending music classes. Although no music-specific qualifications are available, the course is linked to key skills working with others at level 1. Art and music courses are integrated with the separated prisoner unit for one full session each week.

Foundation programmes

7. There are 11 learners following literacy and 11 learners following numeracy at entry level and level 1. Ten learners attend classes in application of number and/or communications. Some learners also follow key skills in vocational training departments. Learners in the separated prisoner unit attend literacy, numeracy and key skills sessions on the wing. All sessions are scheduled to last for two and a half hours for the separated prisoner unit. Programmes are provided from entry level up to level 3. Key skills are offered in application of number and communications up to level 3. All programmes are externally certificated. There are two full-time staff and three part-time staff responsible for the provision of literacy, numeracy and key skills who report directly to the education manager.

ABOUT THE INSPECTION

Number of inspectors	7
Number of inspection days	30
Number of learner interviews	130
Number of staff interviews	38
Number of subcontractor interviews	1
Number of partner/external agency interviews	2

OVERALL JUDGEMENT

8. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the prison's leadership and management of its provision is unsatisfactory, as are its equal opportunities arrangements and quality assurance. Training is satisfactory in construction, and visual and performing arts and, unsatisfactory in hospitality, ICT and foundation programmes.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management	4
Contributory grades:	
Equality of opportunity	4
Quality assurance	4

HMYOI & REMAND CENTRE READING

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	10	3

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
Using IT - Other government-funded provision	25	4

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
Hospitality and catering - Other government-funded provision	12	4

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts - Other government-funded provision	10	3
Music - Other government-funded provision	4	3

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
Literacy - Other government-funded provision	11	3
Numeracy - Other government-funded provision	11	4

KEY FINDINGS

Achievement and standards

9. **Achievement of the construction skills certification scheme health and safety award is good.** Eighty-five per cent of all learners entered for the health and safety test achieve. Achievement of the full key skills awards by construction learners are poor. Of the 42 learners who have started the programme between October 2003 and May 2004 only three have achieved the full qualification. Fifty per cent of learners have not been entered for the written tests.

10. **Learners develop good personal and practical skills on the OCN cookery course.** They demonstrate good practical catering skills at an early stage in the course and develop excellent team skills.

Quality of education and training

11. Of the 20 learning sessions observed, 17 were satisfactory or better. Both of the learning sessions observed in construction were good.

12. **The standard of teaching and learning for construction learners is good.** Tutors develop good working relationships with learners. Individual support from the construction instructional staff is good. Tutors are effective in building the confidence and ability of the learners. No other courses either at the same, or at a higher, level are available to learners.

13. **Individual coaching for ICT learners is good.** Tutors fully understand learners' needs and provide them with more than one method of completing a task.

14. **ICT resources are good.** Computers are to industry standard and software is up to date. Useful information about computers is displayed on the walls.

15. **Use of individual learning plans is inadequate.** Tutors do not use learning plans to differentiate between learners. On the basic computer course, individual learning plans are only written on the third day of the course and are poorly detailed.

16. **Accommodation in the ICT suite is poor.** There is not enough space for learners to use their workbooks while working on their computer.

17. **Learners with literacy and numeracy needs are not given sufficient support.** All learners are enrolled onto the same basic computer course and the modules of the course are not appropriate for many of the learners.

18. **The range of ICT courses is insufficient** with qualifications provided only at level 1. Accreditation of prior learning is poor and there are no progression routes.

19. **On catering courses, teaching in the vocational training kitchen is good.** Tutors develop good working relationships with learners. Learners practice tasks and demonstrate good skill levels.
20. **The NVQ catering programme is poorly planned.** There is not enough coordination between the kitchen management, the education department and the subcontractor.
21. **Some of the catering resources are poor.** There is insufficient small equipment such as whisks and spoons. Some handouts are poorly produced and insufficiently detailed.
22. **Learner support is good on visual and performing arts programmes.** Learners are given clear information about the courses including content, requirements and health and safety. Tutors fully understand learners' needs.
23. **Good use is made of external resources** and tutors in arts classes have established strong links with those external organisations prepared to contribute to the learning activities in the prison.
24. **Recording of learners' achievements is poor** and although documentation has recently been introduced to record learners' progress, some tutors do not understand it. Assessment forms are not always completed adequately and in some cases are left blank.
25. **There is insufficient accreditation for visual and performing arts learners.** No progression is available from level 1 to level 2 and learners cannot explore other areas of art and design practice.
26. **Teaching of key skills in communication and literacy is good for foundation learners.** A good range of appropriate teaching methods is used to meet learners' individual needs and the work they complete is relevant to every day life.
27. **Learning resources are good** and include a good range of books for adults with literacy and numeracy needs.
28. **Planning of learning is inadequate.** Learning plans are not sufficiently detailed and do not contain good targets. Information from initial assessment is not used effectively to develop appropriate individual learning plans.
29. **Some teaching of key skills in application of number and numeracy is inadequate.** Not enough teaching methods are used in some lessons and many activities do not sufficiently involve learners.

Leadership and management

30. Strategies to raise the profile of education and training within the prison are effective. The head of learning and skills works effectively with partners to promote the programme of education and training in the prison.

31. External partnerships to provide work experience for learners are good. A wide variety of effective initiatives have taken place involving local employers and outside agencies. For example, a partnership with a major gas company is used to provide training and work experience, and after graduating from the course all learners gain paid employment.

32. Planning of learning programmes is weak. Information from the sentence planning department is not used effectively to help plan learning by the education department. Attendance on education programmes is low. Some arrangements for new programmes have not been properly planned. Arrangements to accredit key skills as part of some programmes are inadequate.

33. Use of data to monitor performance is inadequate. There is not enough evidence of data collected on the wider performance of programmes or evaluation and action taken. Achievement data on ICT, visual arts and foundation programmes are unreliable and inspectors were unable to make judgments about achievement of learning outcomes.

34. Some accommodation is poor. In the education department, rooms are poorly ventilated. Fans are used but these create too much noise and disrupt lessons. Resources for learning in the separated prisoner unit are inadequate with most of their education taking place using a pool table as desk space.

35. The prison does not sufficiently promote equality of opportunity. Data is not used to analyse achievement or progress for different groups of learners. There is no further reinforcement of equality of opportunity for learners. Learners in the separated prisoner unit do not have equal access to education and training, and the library. They have only very limited access to programmes in the education and training centres.

36. Quality assurance arrangements are poorly established. A number of procedures are not yet in place to effectively manage and monitor learning. Subcontractor staff have been observed teaching but most judgments made are about teaching rather than learning. The education and training departments do not have a clear strategy for internal verification or a development or sampling plan. Internal verification is inadequate for foundation learners. The self-assessment process has not involved all staff and learners' views have not contributed to the current report.

Leadership and management

Strengths

- effective strategies to raise the profile of education and training within the prison
- good use of external partnerships to provide work experience

Weaknesses

- weak planning of learning programmes
- inadequate use of data to monitor performance
- some poor accommodation
- insufficient promotion of equality and diversity
- poorly established quality assurance systems

Construction

Construction crafts

Strengths

- good achievement of health and safety award
- good teaching and training
- good individual support for learners in construction

Weaknesses

- poor achievement of full key skills awards
- insufficient progression activities

Information & communications technology

Using IT

Strengths

- good individual coaching
- good resources

Weaknesses

- inadequate use of individual learning plans
- poor accommodation in the ICT suite
- insufficient support for learners with literacy and numeracy needs
- insufficient range of ICT courses

Hospitality, sport, leisure & travel

Hospitality and catering

Strengths

- good development of personal and practical skills on the OCN cookery course
- good teaching in the vocational training kitchen

Weaknesses

- poor planning of the NVQ programme
- some poor resources

Visual & performing arts & media

Arts

Strengths

- good learner support
- good use of external resources

Weaknesses

- poor recording of learners' achievements
- insufficient accreditation

Music

Strengths

- good learner support
- good use of external resources

Weaknesses

- poor recording of learners' achievements
- insufficient accreditation

Foundation programmes

Literacy

Strengths

- good teaching of key skills in communication and literacy
- good learning resources

Weaknesses

- inadequate planning of learning
- internal quality assurance of assessment practice is inadequate

Numeracy

Strengths

- good learning resources

Weaknesses

- inadequate planning of learning
- some inadequate teaching of key skills in application of number and numeracy
- internal quality assurance of assessment practice is inadequate

WHAT LEARNERS LIKE ABOUT HMYOI & REMAND CENTRE READING:

- the support provided by the tutors
- 'Being given a second chance'
- 'Being treated politely and with respect by prison officer trainers'
- access to computers
- carrying out practical work

WHAT LEARNERS THINK HMYOI & REMAND CENTRE READING COULD IMPROVE:

- organisation of education sessions
- length of some afternoon sessions
- content of some lessons
- access to the library for learners in the separated prisoner unit
- the number of skills they can learn

KEY CHALLENGES FOR HMYOI & REMAND CENTRE READING:

- develop a system to ensure that all the key components are in place to enable programmes to be run effectively
- implement quality assurance systems
- develop a management information system which will measure the performance of learning programmes
- improve literacy and numeracy support for learners on courses
- widen the range of courses available to learners
- establish robust assessment and verification systems

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 4

Strengths

- effective strategies to raise the profile of education and training within the prison
- good use of external partnerships to provide work experience

Weaknesses

- weak planning of learning programmes
- inadequate use of data to monitor performance
- some poor accommodation
- insufficient promotion of equality and diversity
- poorly established quality assurance systems

37. The prison has effective strategies to raise the profile of education and training. The head of learning and skills works closely with all those involved with education and training. He reports directly to the governor and promotes effectively within the provision the programme of education and training. A three-year development plan clearly identifies areas for action, outcomes and success criteria. The education department's strategy plan is linked effectively to the development plan and identifies the education department's role in achieving the development plan's objectives. Many activities have taken place over the last year including building a vocational workshop, updating ICT equipment and introducing a new comprehensive induction to meet learners' needs. The head of learning and skills meets regularly with education managers to review current performance. He also works closely with prison officers to identify and plan opportunities for learning and tackle potential barriers to learning.

38. Good external partnerships help to provide work experience and valuable employment opportunities for a small number of learners. A wide variety of initiatives have taken place involving local employers and outside agencies. An employer forum attended by 40 employers was used to break down barriers, raise awareness and create work-experience placements for learners. A gardens project, supported by the local council, involved refurbishing public gardens, allowing prisoners to help the community and develop their own skills. A partnership with a major gas company is used to provide some training, work experience and jobs for learners. An external provider also provides courses to prepare learners for self-employment on their release. A partnership with the local Connexions Service provides additional practical advice and guidance on employment for learners about to be released. A programme is being developed for job preparation including curriculum vitae and letter writing and a database providing careers information with a simple interactive questionnaire to help learners identify possible careers.

39. Staff appraisal is satisfactory. Prison officers involved in the provision of vocational training are set clearly measurable objectives. Development for staff in the construction workshop meets their identified needs. Staff within the education department receive regular appraisals, but it is not always clear how their development needs are met. Staff in the gym and construction are due to start their training and development awards in September 2004.

40. Planning of learning programmes is weak. Information from sentence planning is not used effectively as a basis for planning learning by the education department. Attendance on education programmes is low with many learners absent from courses without good cause. There is insufficient progression for learners on construction, ICT and art and music courses. Some programmes, such as cleaning, catering and ICT, have only recently been accredited. Some arrangements have not been properly planned. For example, arrangements for assessment of learners on cleaning programmes and NVQs in catering are unclear and there are no trained assessors and verifiers. Arrangements to accredit key skills as part of some programmes are inadequate. Four learners are currently working towards a certificate in adult learning support. However, there has been insufficient assessment of the learners' literacy and numeracy needs to ensure they are able to meet the requirements of the programme. Arrangements for assessment are not clear and the contractor has not yet received approval to provide the award. The prison has not identified other courses for accreditation such as painting and decorating and gym courses. There is a draft basic skills strategy that describes arrangements for providing literacy and numeracy training. However, there is no formal literacy and numeracy support for learners on vocational and education programmes, other than for those on foundation programmes.

41. Use of data to monitor performance is inadequate. Some data is collected such as attendance at classes and data relating to achievement against key performance targets. However, insufficient data is collected on the wider performance of programmes and not enough evaluation or action takes place. Achievement data on ICT, visual arts and foundation programmes are not accurate and inspectors were unable to make judgments about achievement of learning outcomes. This has been identified by the head of learning and skills and data is now being requested in a more appropriate format.

42. Some accommodation is poor. In the education department, rooms are hot and poorly ventilated. Fans are used but these create too much noise and it is difficult to hear some tutors and learners. There is insufficient space for learners to carry out their work in the ICT room. Learning resources in the separated prisoner unit are inadequate with most of their education taking place using a pool table as desk space.

Equality of opportunity

Contributory grade 4

43. Statements about the importance of equality and respect for individuals are clearly displayed throughout the prison along with the system which staff and prisoners can use to make a complaint. In addition, an organisation which provides support for staff and prisoners from minority ethnic groups advertises contact points where individuals can access support. The prison has an equal opportunities officer who records and monitors

all issues relating to staff. This officer has no responsibility for issues relating to prisoners. Some learners have good working relationships with staff in the education and training departments.

44. The library is located on the top floor of one wing and although it is too small for the number of prisoners it carries an appropriate range of book stock that includes some easy reading material, some of which is supported by audio tapes. No foreign language books or newspapers are available. The library does not have any materials in Braille but these can be ordered. Prisoners only have access to the library if librarians open adjoining gates. There are insufficient links between the library and education.

45. The prison does not sufficiently promote equality of opportunity. Although data on equality of opportunity is collected on learners entering education and training programmes, the learning centre does not analyse achievement or progress for different learner groups. There is no data that can be used to plan improvements. The prison provides a short programme of training on equality and diversity for all staff. Although over 75 per cent of the prison's staff have completed this programme, only 50 per cent of the education staff have done so. There is no relevant additional training for prison staff and if they behave inappropriately they simply do the initial training again. The education subcontractor also provides training on equality of opportunity, but this is not sufficiently detailed. There is no further training provided to help tutors challenge learners' beliefs and assumptions. During induction tutors discuss with learners how they are expected to behave and treat others, but there is no further reinforcement of issues discussed. Learners in the separated prisoner unit do not have equal access to education and training. They have only very limited access to programmes in the education and training centres. The programme provided in the unit is fixed and although learners may be able to study some subjects on a flexible basis they cannot study with others with a common interest. Learners from this unit have no access to the library and books are not sent to the unit unless learners request them. Some learners in the education centre have learning difficulties and disabilities. The learning centre has provided a centrally located room for these learners, but this room is inappropriately labelled. There is no access to the learning centre for learners with mobility difficulties and no adaptive technology available for learners with a disability.

Quality assurance

Contributory grade 4

46. The education and training department of the prison has a comprehensive and well structured quality assurance manual. It includes a wide range of policies and procedures and a clear calendar that identifies the sequencing and linking of activities within the quality assurance cycle. However, the manual has been completed only recently and the calendar of activities began in April 2004. The subcontractor is developing and beginning to use a range of procedures within this cycle. The subcontractor has had an established system of observations of learning and has recently carried out an audit of the provision to check that activity takes place and resources are adequate.

47. Quality assurance systems are poorly established. The education and training departments have started to collect learner feedback about courses and programmes.

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Some of these have been analysed and the results will be discussed by the quality improvement group. However, the data is not yet sufficient to enable this group to identify and act on issues or to plan improvements. This group is the forum for the management of quality assurance across the prison. However, attendance at some of its meetings has been poor. The meetings are comprehensively recorded, but some items and requests for information are repeated across meetings and the minutes do not clearly monitor action or progress.

48. A number of procedures are not yet in place to effectively manage and monitor learning. For example, the use of individual learning plans has not been audited and inconsistencies and poor practice have not been identified. The subcontractor's staff have been observed teaching since 2002, but until recently the system was poorly planned. The recording instrument used for observations of learning does not enable sufficient individual feedback. Most judgments made are about teaching rather than learning. The subcontractor does not have any formal system to deal with areas of unsatisfactory performance, although informal support is available. Newly appointed staff are not observed during their three-month probation. Summary feedback is given at meetings of the quality improvement group on the issues arising from observations, but these are not sufficient to plan action or appropriate staff development. Observations in the training department of the prison are recently established and only one has been completed to date.

49. The education and training departments do not have a clear strategy for internal verification, a development plan or sampling plan. The department does not monitor or review assessment activity to identify inconsistent and poor practice.

50. The self-assessment process has not involved all staff and learners' views have not contributed to the current report. The strengths and weaknesses in areas of learning are in many cases generic. Many strengths identified are normal practice. The report does not include the issues relating to leadership and management.

AREAS OF LEARNING

Construction

Construction		3
Contributory areas:	Number of learners	Contributory grade
Construction crafts - Other government-funded provision	10	3

Construction crafts

Strengths

- good achievement of health and safety award
- good teaching and training
- good individual support for learners in construction

Weaknesses

- poor achievement of full key skills awards
- insufficient progression activities

Achievement and standards

51. Achievement of the construction skills certification scheme health and safety award is good. Eighty-five per cent of all learners entered for the health and safety test are successful at the first attempt. Learners are well prepared and receive basic health and safety awareness training and attempt a series of multi-choice question papers. Group and individual training sessions provide effective support to allow learners with additional needs to pass the test. Learners who are unsuccessful at the first attempt are given additional instruction and support and re-entered for the test at a later date if their length of stay permits.

52. Learners' work is satisfactory. Learners take great pride in the work they produce and receive good feedback from tutors. There are good displays of learners' practical work in the workshop areas. Learners' portfolios are well presented and neatly laid out. Evidence produced by learners is easy to track in relation to the qualification requirements. Attendance on the programme since October 2003 has been high. Attendance patterns are rarely affected by security and prison regime requirements. Approximately 80 learners are currently waiting to enrol on the programme.

53. Achievement of the full key skills awards by learners is poor. Of the 42 learners who have started the programme between October 2003 and May 2004 only three have achieved the full qualification. Thirty-five learners completed some components of the award, mainly in the form of the portfolio requirements. Seven learners left the

programme with no components completed. Fifty per cent of learners have not been entered for the written tests. Entries for tests are usually made once the portfolio has been completed and verified by the internal verifier and in some instances by the external moderator. Some learners are not able to take the tests due to being transferred to other establishments or completing their sentence.

Quality of education and training

54. The standard of teaching and learning is good. Tutors have a good awareness of the individual needs of learners and are able to structure the sessions to ensure the learners' needs are met. Aims and objectives of the sessions are made clear to the learner and there is good use of oral questioning. Session plans are in place and are used effectively by the tutors to achieve the aims and objectives of the individual training sessions. Tutors have developed some good teaching and learning resources, including activity packs and problem-solving sheets. These are used effectively. Handouts used for teaching and reference purposes are also good. There is sufficient reading and reference material. All learners are fully involved throughout the sessions and confirm their understanding and skill development through the use of group discussion, paper-based and practical problem-solving activities. The workshop and classroom environment is good and there are good working relationships between tutors and learners.

55. Individual support from the tutors is good. The support helps improve learners' self-confidence and their ability to complete successfully more advanced tasks. Outcomes of the initial assessment are used effectively by tutors to identify potential problems learners may encounter with the course work. Learners are able to discuss confidentially personal issues with the tutors. Learners with poor self-confidence are encouraged and supported to work well. Entry onto the construction programme requires learners to be at literacy and numeracy level 2. Learning support is provided for the occupational programme content. Construction tutors also help learners with literacy and numeracy support.

56. Resources and facilities are satisfactory. The workshop area is small but adequate in relation to the number of learners on programme. Classrooms are well maintained and well resourced. However, the ventilation system is inadequate and sometimes the rooms are too hot. Tools and equipment are sufficient to meet learners' needs. Generally learners work in a safe environment and are provided with appropriate personal protective equipment by the prison. Staff have up-to-date technical knowledge and possess or are working towards relevant teaching and assessment qualifications.

57. Assessment and recording learners' achievement of learning goals are suitable for the course being followed. Assessment is fair and carried out regularly. Evidence for the key skills awards are cross-referenced effectively by assessors. All learners have been issued with individual learning plans. However, statements made on learning plans by instructors do not give sufficient, realistic targets for achieving individual components of the qualification.

58. There are insufficient progression activities. Where learners have expressed an

interest and shown potential in a particular occupation experienced during the programme, there is no provision or additional courses available. There is no awarding body or industrial recognition relating to the construction skills level covered by the programme. Some learners state during reviews their concern that their newly developed skills will not be identified by potential employers and they will not be able to further develop these skills. This has been identified and there are plans to extend the provision within the next 12 months. Two learners currently with the resettlement unit are developing their skills with local employers. Both learners have been offered employment upon their release.

Leadership and management

59. The plan a kitchen programme is managed by the two prison officers. Staff training and development within the construction area is satisfactory. Instructional staff have received training and personal development generated through the appraisal process. This training is relevant to the programmes and to the further development of the department.

60. There is not enough use of management information to measure performance and plan improvements within the construction programme. Staff are not always clear how to apply some quality assurance systems. There is no clear guidance relating to the responsibility for assessment of completed portfolios. Instructional officers have key skills qualifications and are currently only working towards assessor awards, but are not clear about the decision-making process in relation to the sufficiency and validity of evidence.

Information & communications technology

Information & communications technology		4
Contributory areas:	Number of learners	Contributory grade
<i>Using IT</i> - Other government-funded provision	25	4

Using IT*Strengths*

- good individual coaching
- good resources

Weaknesses

- inadequate use of individual learning plans
- poor accommodation in the ICT suite
- insufficient support for learners with literacy and numeracy needs
- insufficient range of ICT courses

Achievement and standards

61. The prison has no reliable data for ICT courses on which to base judgments on achievement. ICT programmes have only recently been re-started. Since March 2004, four learners have been internally assessed and passed the basic ICT qualification. However, the assessments have not yet been sent for external validation. There is no information on the number of starters during this period. In the last four weeks, two out of eighteen learners on the basic ICT course have had five or more units successfully assessed by tutors. These assessments have not yet been externally validated. The entry-level course has only recently been introduced and there is no data available on achievement or standards.

Quality of education and training

62. Individual coaching is good. Tutors provide learners with more than one method of completing a task. They use the questions asked by learners as learning points for the whole class. Tutors fully understand learners' needs. Formal training sessions for small groups of learners are clearly introduced. In one lesson, the tutor used good strategies to keep learners motivated by using practical examples of how changing the format of a letter will help learners when writing their curriculum vitae. Learners are fully involved in their learning and their understanding is checked by question and answer techniques.

63. Resources are good. Computers are to industry standard and are networked.

Software is up to date. Tutors have good access to learners' work through a system that enables them to view each learners' workstation on a central machine. The ratio of computers to learners is satisfactory. There are ten work stations each with adjustable chairs. Posters on the walls display useful information about computers.

64. Induction overall is satisfactory. Learners understand their rights and responsibilities, although this is not reinforced during learning. Induction does not contain health and safety advice on how to sit correctly at the workstation and when to take a break. There are no posters displaying correct posture. Assessment is satisfactory. All learners' work is internally validated by tutors before assessments are sent for external marking. Tutors carry out assessments in the classroom. Learners are able to practise modules until they feel they are ready to take an assessment. Learners' progress is monitored using a tracking sheet. However, for the last four weeks, monitoring has not been kept up to date.

65. Use of individual learning plans is inadequate. Tutors do not use learning plans to help them differentiate between learners. In one case, where there was a formal hand over from one tutor to another, the tutor who took over was unaware of the level reached by one learner and made them re-type work they had already completed. In all other cases on the basic computer course, individual learning plans are only written on the third day but are poorly detailed and do not show how learning or assessment will take place. Not enough links are made to initial assessment and there are no short or medium targets. Where additional learning needs have been identified, there is no record of how learning will link to learners' ICT training. Tutors do not have a record of learners' progress and cannot judge what learners need to practise next.

66. Accommodation in the ICT suite is poor. The room is very hot, particularly when it is full. An extractor fan is used but it is noisy when tutors are teaching. There is not enough space for learners to put their books while working on the computer. Many learners have to rest work books on their laps. There are no foot or wrist rests.

67. Learners with literacy and numeracy needs are given insufficient support. Learners are all enrolled onto the same basic computer course, even when they have low levels of literacy and numeracy skills. The computer modules are not appropriate for most learners because of the level of detail required. The prison provides a foundation course in ICT, but it is only available for learners in the separated prisoner unit. Learners with additional support needs do not receive extra support even though there are opportunities to practise with word-processing and spreadsheets.

68. The range of ICT courses is insufficient. Qualifications are only provided at level 1. The number of learners able to join programmes are restricted as there are only 10 computer workstations. Learners cannot join a full-time programme. Accreditation of prior learning is poor and there are no progression routes. In some cases, learners repeat the qualification because there is no other course to take.

Leadership and management

69. Managers do not set formal targets for ICT. The full-time tutor uses a tracking sheet to monitor learners' progress. Until recently, this has not been kept up to date. Learners who have recently left the prison have not been informed of their progress before they left. Learners understand their rights and responsibilities, and assignments meet learners' language needs. The full-time tutor has only been in post for six weeks, had an induction and will be reviewed after three months. Managers do not check the effectiveness of initial assessment, induction, individual learning plans or progress reviews. Staff collect feedback from learners and this is given to the quality assurance manager. Staff were not involved in the self-assessment report.

Hospitality, sport, leisure & travel

Hospitality, sport, leisure & travel		4
Contributory areas:	Number of learners	Contributory grade
<i>Hospitality and catering</i> - Other government-funded provision	12	4

Hospitality and catering

Strengths

- good development of personal and practical skills on the OCN cookery course
- good teaching in the vocational training kitchen

Weaknesses

- poor planning of the NVQ programme
- some poor resources

Achievement and standards

70. Learners develop good personal and practical skills on the OCN cookery course. They demonstrate good practical catering skills at an early stage in the course and produce food dishes to a high standard. Learners also demonstrate excellent team-working skills and work well together to carry out daily tasks. Learners develop good self-confidence. One learner has made separate detailed notes of the recipes he had prepared and the theory he had learnt. All kitchen hospitality learners can complete the foundation certificate in food hygiene. During the last 12 months, 110 learners have completed the course with an achievement rate of 98 per cent. The food hygiene course is open to all prisoners, but is a requirement for those who want to work in the kitchen.

Quality of education and training

71. Teaching in the vocational training kitchen is good. The tutor develops good working relationships with learners and encourages them to participate fully and share their experiences. Learners practise tasks and demonstrate good skill levels. Sessions meet the needs of learners. The tutor is very aware of the group and individual learners and provides appropriate support. Courses are run in a purpose-built kitchen. Learners on NVQ programmes attend on a weekly basis to develop good craft skills and background knowledge. The OCN learners attend for four days a week and progress well. The tutor has good schemes of work for the OCN course with detailed lesson plans ensuring full coverage of the syllabus. However, the scheme of work and lesson plans for the NVQ programme are not adequate.

72. Induction onto the OCN course is satisfactory with learners given appropriate information at the start of their programme. Assessment on the OCN course is also satisfactory. Progression activities have been identified and a level 2 OCN cookery is planned. Courses are appropriate for the target group and learners on OCN cookery receive good individual and group support. Learners receive ongoing detailed feedback. However, learners do not have individual learning plans on the OCN cookery course. There is no additional support from the education department for learners to develop their literacy and numeracy skills

73. The planning of the NVQ programme is poor. There is not enough co-ordination between the kitchen management, the education department and the subcontractor. The four learners who started their NVQ programme during inspection were not given sufficient notice that they were starting the course. They did not receive an induction or initial assessment and had no individual learning plans. They have not had assessors identified or allocated to them and no arrangements are in place for assessments. The subcontractor was only informed after they started.

74. Some resources for catering programmes are poor. The purpose built vocational training kitchen is good but there is insufficient small equipment. Some learners have to share basic equipment such as whisks and spoons. Some handouts used for courses are poorly produced and some are poorly detailed and do not adequately reinforce learning. There are insufficient staff to provide the NVQ programme. One member of the catering team is working towards the assessor qualification. No other staff are registered to become assessors. The chef lecturer in the education block is a qualified assessor, but there are no plans to involve him in the assessment of learners. The local college carries out internal verification, but there are unsatisfactory arrangements for the countersigning of the unqualified assessor. The assessor does not know who countersigns assessments. Portfolios show evidence of verification, but assessments have not been countersigned.

Leadership and management

75. The catering department has some operational difficulties and these have received priority over the training for prisoners. Plans have been produced to deal with these weaknesses. Steps have been taken to recruit an NVQ co-ordinator to create a structure for the NVQ programme and training for new assessors is being sourced. However, not all the issues have been resolved.

76. The vocational tutor has joined the prison very recently and has not yet been observed carrying out training. There have been no observations of training carried out in the kitchen. Subcontractor arrangements are very recent and not yet formalised. There is no service level agreement or documented outline of services. No monitoring of the subcontractor has taken place. Quality assurance systems have not effectively identified and dealt with issues such as assessment and verification.

Visual & performing arts & media

Visual & performing arts & media		3
Contributory areas:	Number of learners	Contributory grade
Arts		
- Other government-funded provision	10	3
Music		
- Other government-funded provision	4	3

Arts

Strengths

- good learner support
- good use of external resources

Weaknesses

- poor recording of learners' achievements
- insufficient accreditation

Music

Strengths

- good learner support
- good use of external resources

Weaknesses

- poor recording of learners' achievements
- insufficient accreditation

Achievement and standards

77. Insufficient reliable data was available on inspection to form any judgments regarding retention or learners' achievements. Attendance on programmes is often low. For example, during the week of the inspection 10 learners were enrolled onto the visual arts course and by the fourth day of the course only four were attending. It was not clear why some had withdrawn. The four learners who started on the six-week basic music skills course during the week of inspection were making satisfactory progress and learning about the use of chords and sequencing. Learners on previous courses have gained sufficient confidence and ability to present a short performance to other learners attending education classes.

78. At the time of the inspection only one group of learners had completed level 1 of the

visual arts course. Learners demonstrate progress with technical skills covering a range of techniques and incorporating appropriate levels of understanding of the basic art and design principles. Music provision does not lead to any form of accreditation. However, the activities have been linked to the wider key skills of working with others and learners also develop appropriate skills.

Quality of education and training

79. Support for learners is good. Learners receive clear information about courses and how to make an application for courses during their induction. Colourful and well-designed leaflets explain the content and requirements of art and music courses and are available on the wings as well as in the education department. At the start of courses all learners receive a folder containing clear and precise details of course requirements along with documentation regarding health and safety in the art room and a code of conduct. Tutors develop good working relationships with learners. Learners receive continuous support and encouragement from their tutors during classroom sessions. Tutors fully understand learners' individual needs and learners are able to discuss them with their tutors. Learners take a literacy and numeracy assessment and the results are given to learners with a copy placed in their education file. Those who are identified as requiring additional learning support can apply to attend one session a week.

80. Good use is made of external resources. Tutors in arts classes have established strong links with those external organisations prepared to contribute to the learning activities in the prison. For example, tutors make good use of resources available through a local museum to support the monthly themed projects. At the time of the inspection the theme was Africa and a collection of carved animals and figurines were being studied. A specialist music project allows learners to work with professional musicians. They choose an instrument and learn how to compose and play an individual piece. Tutors use their own expertise and professional contacts to enhance the provision by bringing in examples of their work and that of fellow practising artists to illustrate particular techniques and to show learners how their work can lead into different art forms.

81. Teaching and learning is satisfactory. Preparation and planning is good in some teaching sessions, but in others the direction and content of the lesson does not relate to that which had been planned. Some good teaching and learning practice takes place in art and music classes. Tutors encourage learners to make use of the primary source material available for observational work, but there is too much reliance on the use of other sources. Individual learning plans are available for all learners but comments are of a general nature and none of them contained targets or milestones for the learner.

82. Resources are satisfactory. The art room in the main education area has ample space for the display of completed work. A large storeroom provides good storage space for a range of materials and equipment. There is a separate tiled area for wet work. The accommodation provided for art and music activities within the separated prisoner unit is too small, poorly lit and not adequate for training. A small range of materials and

equipment is available for art learners.

83. Recording of learners' achievements is poor. Documentation has recently been introduced for recording learners' progress and achievements. Some tutors do not understand the significance and purpose of the documentation and how their input can impact on learners' experiences. Although tutors provide regular verbal feedback to learners, the recording of the assessment decisions is not adequate. Assessment forms are not always completed adequately and in some cases are left blank. Entries made on individual learning plans do not reflect the learning that has taken place or evaluate the extent to which work has been completed. They are neither constructive nor developmental and do not guide learners towards areas for further practise or possible corrective actions. However, the working with others key skills monitoring forms include good reflective comments from tutors and learners.

84. There is insufficient accreditation. There is no progression available from level 1 to level 2. Learners cannot explore other areas of art and design practice or extend those which they had experienced during the introductory level 1 course. Several learners expressed an interest in attending college and were aware that the local further education college incorporates the OCN qualification within a GNVQ programme. Insufficient progression and accreditation has been identified by the tutors and proposals for expansion are being prepared in advance of the external moderation visit. There are no music qualifications available although the working with others key skill qualification can be achieved through participation in the six-week course.

Leadership and management

85. The two members of the art and design team meet regularly to review learners' progress, discuss potential topics and new initiatives and to standardise teaching and learning materials. A record is kept of the decisions made and any appropriate items are raised at the fortnightly full staff meeting. The art and design tutors have been observed during the past 12 months and all received an overall satisfactory grade. Issues regarding planning and target-setting have been identified. All staff have a review meeting with the education manager every six months.

86. During inspection, attendance was poor in several classes and tutors are not kept informed of the reasons for learners' absences. Group work is affected by low learner numbers. Not all learners fully understand how or why they have been allocated to classes. Some had not requested art or music.

87. Learners understand their rights and responsibilities with regards to equality of opportunity. However, learners in the separated prisoner unit do not receive equality of access to materials or training accommodation.

88. Quality assurance procedures have not identified issues with recording of learners' achievements and bringing about improvements. Some improvements have been made in response to learners' feedback. For example, a fan was provided for the art room and construction sticks and glue were provided for elementary three-dimensional work.

Foundation programmes

Foundation programmes		4
Contributory areas:	Number of learners	Contributory grade
Literacy - Other government-funded provision	11	3
Numeracy - Other government-funded provision	11	4

Literacy

Strengths

- good teaching of key skills in communication and literacy
- good learning resources

Weaknesses

- inadequate planning of learning
- internal quality assurance of assessment practice is inadequate

Numeracy

Strengths

- good learning resources

Weaknesses

- inadequate planning of learning
- some inadequate teaching of key skills in application of number and numeracy
- internal quality assurance of assessment practice is inadequate

Achievement and standards

89. No data was provided at inspection regarding the achievement of literacy and numeracy qualifications. In addition, It has not been possible to gain accurate data regarding achievement of key skills qualifications. Many learners sit the exam at the level they are assessed. Learners are encouraged to sit a key skills exam during induction. Out of 19 learners who sat the key skills end tests at two recent inductions, 12 learners did so at the same level that they were assessed. Although this contributes to key performance targets it does not improve learners' skills development. Some learners go on to complete their key skills portfolio at the same level with insufficient additional learning taking place.

90. The standard of learners work is satisfactory and in key skills communications the

standard of learners' work is often good. In most lessons, learners develop satisfactory skills in literacy, numeracy and application of number although an inadequate variety of teaching methods is used in some classes and learners do not progress as well as they should. In communication lessons learners gain a good understanding of the application of knowledge that they have learnt as it is related to everyday life, such as interpreting contracts and writing letters.

Quality of education and training

91. Teaching of key skills in communication and literacy are good. A good range of appropriate teaching methods are used to meet learners' individual needs. Work is relevant to everyday life. Learners make good progress in these lessons. Learners work on topics including letter writing and reading contracts useful to them in everyday life situations. In one lesson learners used laptops to type their work from the previous day and one learner produced a curriculum vitae ready for release from prison.

92. Resources for learning are good. There is a good range of books for adults with literacy and numeracy needs. Skill building packs are used to develop learners' understanding in areas such as grammar and punctuation. Computers are now available in classrooms, but these are not yet fully operational. The use of laptop computers in communications sessions is good and learners further develop their literacy skills while also developing basic computer skills.

93. Learners have a satisfactory understanding of induction topics including health and safety, courses available and who to go to if they are not happy with their training. Initial assessment is satisfactory and comprises a diagnosis of learners' basic and key skills and preferred learning styles. Assessment of qualifications is generally satisfactory, although in some cases there has been insufficient evidence to meet the standards. The range of literacy and numeracy programmes is satisfactory with provision available from entry level to level 1 and key skills in application of number and communications available up to level 3. Learners receive effective support from staff when they find some class activities difficult.

94. Planning of learning is inadequate. Learning plans are not sufficiently detailed and do not contain good targets. Some tutors prepare short-term, subject-specific action plans, but this is not widespread. Information from initial assessment is not used effectively to develop appropriate individual learning plans. Teaching staff receive a copy of the results from initial assessment, but not the detailed diagnosis of their needs. Many learners are attending classes at the same level that they are assessed at and not enough additional learning is provided to achieve their qualifications, in particular, in key skills application of number. Overall learning plans do not link to the various other subjects that learners attend, such as ICT. Literacy and numeracy are not taught as an integral part of all learning activities. The review process is inadequate. Some learners do not have formal progress reviews and the review form used in some areas is not adequate and concentrates on learners' likes and dislikes rather than evaluating their progress.

95. Some teaching of key skills in application of number and numeracy is inadequate. In some lessons, there is not enough teaching method used to meet the needs of individual learners. Many activities do not sufficiently involve learners. There is too much use of handouts. In many lessons theory is taught without fully explaining to learners when they may apply those skills in everyday life or future learning. Tutors do not always make it clear to learners what is expected of them. Learners become bored and disrupt the learning of others. In one lesson, learners were working on formulae in relation to decimals and also percentages, but there was not enough explanation as to how these skills are useful to learners.

Leadership and management

96. There are weekly team meetings where staff discuss relevant issues. There are subject-specific meetings but the key skills meeting is held separately to the literacy and numeracy meeting and does not enable staff to share good practice across related subjects. The self-assessment report did not identify many of the strengths and weaknesses found during the inspection process. There is insufficient analysis of management information and there is not enough reliable data on achievement. Staff have had recent training in equal opportunities regarding respect for others, but many have not had any specific equality and diversity training since starting their job. Staff and learners have a basic understanding of equality of opportunity. All staff have been observed teaching at least once and written feedback is provided, but this is not sufficiently detailed or evaluative.

97. Internal quality assurance of assessment practice is inadequate. There is no formal plan for sampling assessment practice. Internal verification takes place on completed portfolios. There is no checking of partly completed portfolios to judge whether learners are on target to achieve qualifications. Internal moderation focuses on learners' work and does not look at the judgements of assessors. Some staff do not understand the role in the assessment process. There is some poor practice, where the internal verifier has acted as the assessor for the same learner. There is no formal record of how many learners are working on key skills portfolios and who their assessor is. Many staff do not understand the role of assessor and internal moderation. Awarding body reports have identified issues with sufficiency of evidence, but there is no formal plan to tackle this. There have been no meetings for over a year to discuss standards of evidence. The awarding body reports have not identified issues with internal verification.